

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

SPEP™ ID and Time: 273-T02

Agency Name: George Junior Republic
Program Name: George Junior Republic, All Programs
Service Name: The Motivational Point System
Cohort Total: 68, 67 with YLS
Timeframe of Selected Cohort: July 1, 2018 - June 30, 2019
Referral County(s): Adams, Allegheny, Berks, Bucks, Butler, Chester, Clarion, Clinton, Dauphin, Delaware, Erie, Jefferson, Lehigh, Lycoming, McKean, Monroe, Montgomery, Warren, Washington, Westmoreland, and York
Date(s) of Interview(s): November 21, 2019; July 24, 2020
Lead County: Mercer
Probation Representative(s): Pamela Farkas
EPIS Representative: Shannon O'Lone

Description of Service:

George Junior Republic (GJR) was established in 1909 as a private, nonprofit residential treatment community for disadvantaged youth by philanthropist William Ruben George. The organization was driven by his dream of creating an environment where youth would receive the guidance, education and skills needed to become productive citizens in society. GJR's goal is to "integrate appropriate behaviors into a youth's daily routine in order for the youth to be successfully discharged back into the community setting." GJR provides out-of-home services for dependent and delinquent youth from Pennsylvania and other states across the country. Delinquent and dependent kids are mixed throughout the cottages. Dozens of buildings are on the campus, and each is licensed separately. There are several different levels of care within the GJR residential program: Intensive Supervision Units (ISU); Special Needs Units and Special Needs RTF (SN); General Residential Program; 90 Day; Licensed Drug & Alcohol Treatment Unit; Diagnostic Unit; and Shelter Care.

The focus of this report will be on The Motivational Point System which is delivered with consistency to all youth across all programs within the George Junior Republic campus. Upon admission to the GJR program, all youth meet with an employee for an initial meeting and a phone call to family to reassure of a safe arrival to the program. During the first few days of placement, The Motivational Point System is explained to youth as well as the basic rules and schedule of the program. Youth earn privileges on a daily basis, running on a 24-hour cycle beginning and ending at 3:30 pm. There are currently 4 levels in The Motivational Point System. Youth earn an increase in level after completing a predetermined amount of successful days. As youth progress through the Motivational Point system, privileges also increase. Youth must adhere to "The Three Basics" - following instructions, accepting "No" for an answer and accepting negative consequences/ criticism. The intent of this behavior modification system is to make the basics habit forming, with external reinforcement from employees early on and as necessary. Daily privileges include listening to radio, watching television, going outside, playing a game, etc. Youth carry cards with them each day; if they receive a 'hole' punch in their card at school, there are negative consequences which correlate to a Disciplinary System of points which need to be deducted or worked off before the youth can continue to the next level.

Each level addresses a life skill, daily reflection, and acknowledgment of the "Three Basic Skills". Each level has specific focus areas, however all levels are tracked daily for successful completion and recorded as a successful or unsuccessful day. These successful days are cumulatively tallied to move a youth into the transition phase and ultimately into the next Level through writing assignments and the feedback conference to earn the approval of staff. The method of reinforcement evolves from positive and negative consequences in Levels 1 and 2, to positive and negative feedback in Level 3, and to natural consequences in Level 4. The motivational progression is believed to encourage the successful use and demonstration of applied skills when the youth returns to their home community and environment.

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. SPEP™ Service Type: Behavioral Management

Based on the meta-analysis, is there a qualifying supplemental service? Yes

If so, what is the Service Type? Mixed Counseling

Was the supplemental service provided? No Total Points Possible for this Service Type: 30

Total Points Received: 25 Total Points Possible: 35

2. Quality of Service: Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training, staff supervision, and how drift from service delivery is addressed.

Total Points Received: 10 Total Points Possible: 20

3. Amount of Service: Score was derived by calculating the total number of weeks and hours received by each youth in the service. The amount of service is measured by the target amounts of service for the SPEP™ service categorization. Each SPEP™ service type has varying amounts of duration and contact hours. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 6

Points received for Contact Hours or Number of Hours: 0

Total Points Received: 6 **Total Points Possible:** 20

4. Youth Risk Level: The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

63 youth in the cohort are Moderate, High, Very High YLS Risk Level for a total of 10 points

25 youth in the cohort are High or Very High YLS Risk Level for a total of 13 points

Total Points Received: 23 **Total Points Possible:** 25

Basic SPEP™ Score: 64 total points received out of 100 points. Compares service to any other type of SPEP™ therapeutic service. (e.g. individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)

Note: Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

Program Optimization Percentage: 67% This percentage compares the service to the same service types found in the research. (e.g. individual counseling compared to all other individual counseling services included in the research.)

The SPEP™ and Performance Improvement

The intended use of the SPEP™ is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service Feedback Report, and these recommendations are the focus of the Performance Improvement Plan, a shared responsibility of the service provider and the juvenile probation department.

1. Regarding Primary & Supplemental Service Types:
 - a. Consider enhancing the impact The Motivational Point System might have regarding recidivism reduction by offering a qualifying supplemental service of Mentoring, Mixed Counseling, or Remedial Academic Training in conjunction with this service.
2. Regarding Quality of Service Delivery:
 - a. Written Protocol:
 - i. Enhance current processes to document how the YLS (inclusive of the Responsibility section) is being addressed specific to The Motivational Point System.
 - ii. Develop a formal process for documentation of review/revision of The Motivational Point System (MPS) Manual to occur at predetermined timeframes (i.e. date revised).
 - b. Staff Training:
 - i. Create booster trainings specifically for The Motivational Point System to be offered on a yearly basis at minimum.
 - ii. Ensure documentation that all staff delivering the service have attended/completed these booster trainings for The Motivational Point System.
 - c. Staff Supervision:
 - i. Enhance current supervision processes to include scheduled times for direct observation of service delivery.
 - ii. Develop a fidelity monitoring form to be used during direct observation of service delivery.
 - iii. Provide written feedback to staff regarding quality of service delivery.
 - iv. Consider creating a formal mechanism within the performance evaluation form in which the supervisor could document service-specific feedback.
 - d. Organizational Response to Drift:
 - i. Develop an overarching policy/procedure that describes how drift will be identified specifically related to The Motivational Point System.
 - ii. Ensure the policy/procedure contains an “if-then” approach for corrective action steps if service delivery departs from what is intended but which are not necessarily driven by employee performance.
 - iii. Develop mechanism to collect data on fidelity monitoring of service delivery (i.e., is the service achieving what it is intended to do?), such as through consistent direct observation of service delivery.
 - iv. Develop data collection processes related to the impact of service delivery for The Motivational Point System.
3. Regarding Amount of Service:
 - a. Identify & analyze opportunities to increase contact hours per week to better match research recommendations for the target amount of service.
 - b. Increase communication with JPO from referring counties to better match research recommendations for the targeted amount of service and appropriate length of stay for each youth.
4. Regarding Risk Level of Youth Served:
 - a. Maintain collaboration with referral JPO to consider the appropriate risk level for each youth.